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A SELECTIVE BIBLIOGRAPHY FOR USE IN FRAMING CLASSICAL PROGRAMMES FOR SECONDARY SCHOOLS

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ABBREVIATIONS

Ed. Rev.=*Educational Review*, published by Henry Holt & Co., New York.

Sch. Rev.=*School Review*, published by the University of Chicago Press, Chicago.

Academy=An American Journal of Secondary Education, discontinued in its seventh volume in 1892; published by Geo. A. Bacon now of Allyn and Bacon, Boston.

I

FACTS AS TO THE PRESENT CONDITION OF LATIN AND GREEK IN AMERICAN SCHOOLS.

1. Reports of the Committee (of the National Educational Association) on College Entrance Requirements. *Sch. Rev.*, June 1896.

Contains the entrance requirements of all the most important American colleges, with special articles on the entrance requirements in Latin and Greek.

2. The recently adopted requirements in Latin and Greek at Yale and Princeton as given in the catalogues.

Significant as indicating increasing flexibility. See also the new requirements at Harvard. IV, 11 below.

3. Some of the best catalogues of the best Secondary Schools. The following will be found to give the courses of study fully and clearly :

Roxbury Latin School, Roxbury, Mass. (six years' course).

Boston Latin School, Boston, Mass. (six years' course).

Phillips Exeter Academy, Exeter, N. H.

Phillips Andover Academy, Andover, Mass.

Norwich Free Academy, Norwich, Conn.

The Morgan Park Academy, Morgan Park, Ill.

The Fort Wayne High School, Fort Wayne, Ind.

Syllabus of the Course of Study, Chicago High Schools.

School Reports, Brookline, Mass., and Lansing, Mich.

4. Secondary Education in Massachusetts.

See the Board of Education Report for 1893-4, pp. 130-137, 220, 249-263, 420-421. The above pages are summarized in the *Sch. Rev.*, for April 1896, pp. 244-245.

5. Secondary Education in New York.

University of State of New York. (a) Academic Syllabus for 1895, pp. 322-335, contains outlines and suggestions for teaching Latin and Greek. (b) Report of Examination Departments, 1895, pp. 8-9 and 96-101, contains tables giving number of papers written in all secondary subjects, with percentage of failure in each subject. Examination Bulletin containing papers given in each subject in 1896. All the above may be obtained from the Regents' office, Albany.

6. Secondary Education in Michigan. Report of Superintendent of Public Instruction (Lansing, Mich.) 1895.

High School Statistics, pp. 66-71, give number taking Latin, Greek, French, German, in each school; pp. 85-95, and 118-127 are given to sample programmes recommended for Michigan High Schools, with discussion upon them.

7. Michigan Schoolmasters' Club, 27th Annual Meeting *Sch. Rev.*, February 1897.

Shows by facts and figures the intensity of work in Michigan High Schools and how far existing college requirements are adapted to these schools. Papers and discussions.

8. Report of National Commissioner of Education, 1894-5, Vols. I and II.

Contains over two hundred pages of statistics of secondary schools, including size of schools, number preparing for college in both classical and scientific courses and number pursuing the several secondary school subjects. See also an article by F. W. Hewes in *Harpers' Weekly* for December 7, 1895, giving the numbers pursuing the principal secondary subjects in the whole nation.

9. College Requirements in Greek. B. I. Wheeler. *Sch. Rev.*, February 1893.

Of 172 colleges 11 per cent. had no course requiring Greek; 18 per cent. required three years of Greek, 49 per cent. two years, and 33 per cent. one year.

10. Status of the High School in New England. C. H. Douglas. *Ed. Rev.*, January 1893.

Shows the number who go to college (with related facts) in a series of tables.

11. Classical Education in the Secondary Schools. Arthur Fairbanks. *Sch. Rev.*, June 1897.

Gives facts gathered from the whole country as to the extensiveness and intensity of classical study, the authors read, etc.

See also III, 9; IV, 11; V, 14; VI, 1, 3, 12, 14.

II

FOREIGN SECONDARY SCHOOLS

1. Greek and Latin in the Higher Schools of Germany. J. E. Russell. *Sch. Rev.*, October and November 1896.

Founded on recent personal investigations. Gives full programmes with reasons for the arrangements of studies. States defects as well as excellencies.

2. Geschichte des gelehrten Unterrichts auf den deutschen Schulen und Universitäten. Professor F. Paulsen, University of Berlin; 1884.

The last chapter is translated by Samuel Thurber and published as a supplement to the *Academy*, Vol. I. Professor Paulsen believes that Latin and Greek have been too much exalted.

3. Remarks on the New Course of Study in Latin. Dr. W. Fries. *Lehrproben und Lehrgänge aus der Praxis der Gymnasien und Realschulen*, February 1893, pp. 1-36. Reviewed in *Sch. Rev.*, May 1895.

A discussion of the contents of the new course and methods of teaching it. Defends Cæsar as an interesting author and believes that the whole of the Gallic War should be read.

4. The Educational System of the (English) Public Schools. Principal Welldon of Harrow. *The Academy*, February and March 1891.

Favors admission to Cambridge and Oxford without Greek. See also the *Academy* for February 1891, pp. 59-61 and 49-55.

5. English Education. Sharpless.

International Educational Series. Appleton, 1892. Chap. iv, Secondary Education. Chap. v, Great Public Schools.

6. Secondary Education in France during the Third Republic. Dr. Carl Dörfeld. *Deutsche Zeitschrift für ausländische Unterrichtswesen*, July and October 1896.

The first article is summarized in the *Sch. Rev.*, for November 1896 and a summary of the second will appear shortly in the same periodical.

7. Education from a National Standpoint. Alfred Fouillée. Translated in the International Educational Series. Appleton, 1892.

With special reference to French secondary education which is compared with English and German. Strongly favors classics. Constructs programmes in Appendix. The teachers of the Michigan State Normal School (Ypsilanti, Mich.) taking the above work as a basis, have prepared a series of papers bound in one pamphlet and called, "Unification of School Work."

See also III, 1, 3, 7; IV, 6; V, 4, 5, 7, 13; VI, 10.

III

RELATION OF GREEK AND LATIN TO THE MODERN LANGUAGES AND TO THE COURSES OF THE GRAMMAR SCHOOLS

1. Papers in favor of a Six Years' Latin Course, by Professors West and Hale and Superintendent Nightingale. *Sch. Rev.*, June 1895.

Superintendent Nightingale's paper gives detailed programmes of Prussian gymnasium and French Lycée.

2. Foreign Language Study in Grammar Schools. John Tetlow. *Ed. Rev.*, February 1894.

Give reasons for preferring a modern language to Latin and French to German.

3. A New Method of Language Teaching. Wilhelm Viector, University of Marburg. *Ed. Rev.*, November 1893.

Supports the contention of the American Modern Language Association that French or German be taught before Latin, pp. 352, 354.

4. Report of the Committee of Fifteen "on the Correlation of Studies in Elementary Education," by W. T. Harris, J. M. Greenwood, C. H. Gilbert, L. H. Jones, and W. H. Maxwell. New England Publishing Co., Boston, Mass. Also printed in *Ed. Rev.* for March 1895.

Discusses the question of Latin and algebra in grammar grades.

5. Will any Kind and Amount of instruction in Modern Languages make them satisfactory Substitutes for Greek and Latin as Constituents of a Liberal Education? Papers and debate.

Proceedings of the First Annual Convention of the Association of Colleges and Preparatory Schools in the Middle States and Maryland, December 1893. Published by the Association. Secretary, Professor J. Q. Adams, University of Pennsylvania, Philadelphia.

6. Benefits accruing to Classical Studies from a previous Study of a Modern Language. H. F. Burton. In abstract, *Sch. Rev.*, June 1895.

7. The Practicability of Abridging the Course preparatory for College. F. A. Hill, with discussion at New England Association of Colleges and Preparatory Schools. *Academy*, November 1891.

A valuable paper and discussion, covering the whole ground of secondary and grammar school programmes and comparing American programmes with French and German by means of chart.

8. *Resolved*: That in every secondary school and in college, as far as the end of the sophomore year, the study of language

and the study of mathematics should be predominantly and continuously pursued; that the study of English, including grammar, rhetoric, and composition, should continue throughout every course; that two languages, besides English, should be studied; and that no other studies should be allowed to interfere with the preëminence of the studies here designated. Discussed at the meeting of the North Central Association of Colleges and Preparatory Schools, February 1897. Discussion in *Sch. Rev.*, April 1897.

9. Reports of E. P. Seaver, Superintendent of the Boston Public Schools.

The Fourteenth Report (1894) contains a discussion of the plan of "enriching" the grammar school course; the Sixteenth (1896) contains a somewhat full statement of the results of introducing French and Latin into the Boston Grammar Schools. A similar statement as to Latin and Algebra in the grammar schools of Peoria, Ill., by Superintendent N. C. Dougherty, is announced for an early number of the *Ed. Rev.*

See als I, 4, 6, and 8; IV, 11; VI, 8.

IV

SPECIFIC SUGGESTED PROGRAMMES

1. Committee of Ten Report, with those of Latin and Greek Conferences. National Bureau of Education, Washington.

2. Comments upon this report by eminent American educators in almost every number of the *Sch. Rev.* and *Ed. Rev.* for 1894. See also 5 and 6 below.

3. Report of a Committee of the Classical and High School Teachers' Association of Massachusetts. *Sch. Rev.*, September 1896, pp. 542-546.

States certain changes in college requirements desirable to adapt them to the curricula of small high schools.

4. Report of a Committee of the State Teachers' Association of Missouri. *Sch. Rev.*, September 1896, pp. 546-548.

Suggests four courses of study, and limitations in the work of schools of one, or two, or three teachers.

5. Address of the American Philological Association upon

the curtailment of the Greek course in the classical programme of the Committee of Ten. *Sch. Rev.*, September 1895.

The above address is adversely criticised editorially in the *Ed. Rev.* for October 1895.

6. Reform of Secondary Education in the United States. Nicholas Murray Butler. *Atlantic*, March 1894.

A review of the Report of the Committee of Ten. Examines the relative allotments of time to different branches and compares these allotments with those of the gymnasium and lycée.

7. An Experiment in Schedule Making. W. H. Butts. *Sch. Rev.*, September 1894.

A modification of the Committee of Ten programmes, allowing more time for ancient languages and suggesting options that will adapt the course to different colleges.

8. The Curriculum of a Small High School. E. J. Goodwin. *Sch. Rev.*, May 1895.

Discusses limitations of small schools and presents programmes.

9. Proposed requirements and programmes in Latin and Greek with full discussion by the New England Association of Colleges and Preparatory Schools. *Sch. Rev.*, December 1895.

10. Suggestions for making Secondary School Programmes (with samples). W. L. Hervey. *Ed. Rev.*, June 1896.

Discusses principles with special applications to manual training and scientific schools.

11. The Rating of Studies in College Admission Examinations. Professor E. H. Hall, of Harvard. *Ed. Rev.*, May 1897.

Shows by facts from representative schools what studies are overweighted and what underweighted in the present scheme of admission at Harvard. Suggests needed adjustment of programmes and admission requirements. As a sequel, see "The new Harvard Entrance Requirements" by Prof. A. B. Hart. *Ed. Rev.*, Oct. 1897.

12. Courses in Latin and Greek for Secondary Schools. F. W. Kelsey. *Sch. Rev.*, June 1897.

This is the preliminary report of the Committee of Twelve of the American Philological Association.

See also I, 3, 11; VI, 4.

V

PSYCHOLOGY AND METHOD

("In the work of the committees the following aims should be kept in view: (a) ———; (b) To justify on pedagogical grounds the courses that shall be laid out." Report of Committee of Twelve. *Sch. Rev.*, June 1897, pp. 360–361.)

1. Psychology. John Dewey, Harpers, 1890.
 2. Teachers' Handbook of Psychology, James Sully. Appletons. See also *Studies of Childhood* (same author and publishers, 1896), especially the chapter on *The Little Linguist*, pp. 133–190.
 3. Psychology applied to Education. Gabriel Compayré. Translated by W. H. Payne. D. C. Heath & Co., 1894.
 4. Raumer's *Geschichte der Methoden der Pädagogik. Lateinlehrens, Dritter Theil*, 60–96.
 5. *Essays on Educational Reformers*. R. H. Quick. International Educational Series, Appletons, 1890.
- The chapters on Ascham, Comenius, Jacotot, and Spencer have much to say of linguistic method.
6. *Lectures on Language and Linguistic Method in the School*. S. S. Laurie, University of Edinburgh. Simpkin, Marshall & Co., 1893.
 7. *The Scholemaster*. Roger Ascham. May be obtained through Macmillan for 35 cents either as one of Arber's English Reprints or in the Bohn edition. Also just published by D. C. Heath & Co., Boston, in their Pedagogical Library.

This little book by the teacher of Queen Elizabeth is largely given to Ascham's method of teaching Latin—the method of double translation. It is delightful reading and historically as well as pedagogically valuable.

8. *The Learning of Languages*. Philip Gilbert Hamerton. *Forum*, April 1892.

9. *The Study of Latin in the Preparatory Course*. Professor E. P. Morris. D. C. Heath & Co., 1886; 25 cents.

An address to establish the proposition that the aim of preparatory Latin study is philological and not linguistic or literary.

10. Aims and Methods in Classical Study. Professor W. G. Hale. Ginn & Co., 1888; 25 cents.

A reply to the preceding pamphlet by Professor Morris.

11. The Art of Reading Latin: How to Teach it. Professor W. G. Hale. Ginn & Co., 1887; 25 cents.

A notably influential pamphlet, definite, and showing by repeated examples the author's views; emphasizing, too, the facts of the Latin language essential to a reading knowledge of it.

12. Chapters on the Aims and Practice of Teaching. Frederic Spencer. Macmillan & Co.; \$1.75.

A very recent book (February 1897) containing chapters upon all secondary school studies. The chapter on Greek is by W. Rhys Roberts, of the Univ. Col. of North Wales, that on Latin by J. L. Paton, Assistant Master in Rugby School. These chapters are broad and practical and the directions given are in the spirit of the motto, "No profit grows where is no pleasure ta'en." A pleasant feature is the hearty recognition of the work of several American scholars.

13. Über die Einfügung der inductiven Unterrichtsmethode in den lateinischen Elementarunterricht. J. Lattman. Vandenhoeck & Ruprecht, Göttingen, pp. 24, 40 ff.

Intended as an introduction to the sixth edition of the author's First Year Latin book. Dr. Lattman has also written in a book of 400 pp. a History of Latin Elementary Instruction since the Reformation. Vandenhoeck & Ruprecht, Göttingen, 1896.

14. Reports of the Harvard Committee on Composition and Rhetoric, 1891 and 1895. Publication Agent of Harvard University.

Contain criticism of methods and results in translation of Greek and Latin, with sample translations presented for admission to Harvard College. These reports are criticised and methods of teaching idiomatic translation presented in the following articles: (a) Sight Translation from the Classics as a test of proficiency in English Composition. John Tetlow. *Ed. Rev.*, June 1896; (b) Translation from Greek and Latin as a Training in the Use of English. I. B. Burgess, W. C. Collar, F. A. Manny, and others. *Nat. Ed. Asso. Proceedings*, 1896, pp. 563 ff.

See also I, 3, 5; II, 1, 3; III, 3; IV, 1, 2.

VI

MISCELLANEOUS FACTS AND ARGUMENTS BEARING ON THE CLASSICAL PROGRAMMES OF SECONDARY SCHOOLS

1. Uniform Standards in College Preparation. W. H. Butts. *Ed. Rev.*, February 1895. *Sch. Rev.*, February 1895.

A valuable collection of facts and opinions from representative schools and colleges on specific points in secondary curricula, several of which points have to do with the classics.

2. The Unprepared Recitation in Secondary Schools. I. B. Burgess. *Sch. Rev.*, January 1896.

Showing how one feature of the Committee of Ten report may affect programme making.

3. The Difficulties and Discouragements in the Early Stages of the Latin Course. E. J. Goodwin. *Sch. Rev.*, February 1896.

Certain facts as to failures in Latin in Newton, Mass., High School.

4. Report of the New England Association of Schools and Colleges. *Sch. Rev.*, December 1896.

Full of valuable material for programme making, and containing discussion of preparation for college by English high school, with paper by Dr. John Tetlow. Plea for vocal music, physical training, and drawing; with sample programme.

5. The Future of the High School. F. W. Kelsey. *Ed. Rev.*, February 1896.

Contains "Studies of the High School" in the future and facts regarding the increasing Latin requirements of scientific schools.

6. Recommendations (to the colleges) of the New England Association of Colleges and Preparatory Schools. *Sch. Rev.*, December 1894, pp. 647-648.

7. Should Language Studies be Limited in the Secondary Schools (as they are) in the Interests of the Sciences? D. W. Abercrombie. *Sch. Rev.*, October 1893. C. F. P. Bancroft, *Sch. Rev.*, March 1894.

8. What shall we teach in Latin in the Preparatory Schools and How? W. C. Collar, with discussion at meeting of New

England Association of Colleges and Preparatory Schools, October 1893.

Opposes Cæsar, small vocabularies for the first year, Professor Hale's Method of Reading Latin, and the Study of Latin before French. Abstract of paper and full discussion. *Sch. Rev.*, December 1893. Paper in full, *Sch. Rev.*, January 1895.

9. Recommendations of Head Masters' Association as to Changes in Latin and Greek Requirements. *Sch. Rev.*, April 1895; also, *Nat. Ed. Asso. Proceedings*, 1895, pp. 580-581.

10. Cæsar als Schulbuch. Professor F. A. Wagler. In *Zeitschrift für das Gymnasialwesen*, 1857, pp. 481-503. Translated by F. H. Howard in *Sch. Rev.* for November 1897.

11. The Breviarium of Eutropius. J. W. Redway. *Ed. Rev.*, December 1896.

Recommends the Breviarium for first connected reading.

12. Reading at Sight in Elementary Latin Teaching. Professor C. E. Bennett of Cornell. *Ed. Rev.*, October 1896.

Criticises sight reading as at present practiced in the schools, and believes that sight reading should not be made prominent in preparation for college.

13. Latin in the High School. F. W. Kelsey. *Ed. Rev.*, June 1894.

Strongly urges broader and deeper scholarship for preparatory Latin teachers and suggests lines of study for such teachers.

14. A Professor of the Classics. "Prexie." *N. Y. Nation*, July 29, 1897.

Describes the difficulties of a college president in finding a professor who has thought out problems for himself and committed the results of his own labors to writing.

NOTE.—A Bibliography of Education by Will S. Monroe has just appeared in the International Education Series, Appletons. It will be found useful upon the more general aspects of this question and upon other questions related to this. It does not refer to periodical literature.

ISAAC B. BURGESS